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ABSTRACT

Idaho's annual evaluation report relating to migrant programs funded under Title I of the Elementary and Secondary Education Act (fiscal year 1970, school year 1969-70) is presented. Included in the document are descriptions of exemplary programs and information on number of children served, grade placement, teacher-pupil ratio, coordination with other programs, inservice training, non-public school participation, dissemination, community involvement, program effectiveness, special areas, equipment, supportive services, program integration, staff utilization, new programs, and program critique. Of the total 26 migrant education programs in Idaho, 21 of these projects were conducted during both the regular and summer terms, 4 were conducted during the summer term, and 1 during the regular term. The program objectives are included, as are observations for improvement of the program. (LS)

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TITLE I, ESEA
Migrant Education

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1970
(School Year 1969-70)

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RC004994

Each successive year the migrant programs in Idaho are re-examined, evaluated, modified, and enlarged to meet the individual needs of migrant and seasonal agricultural families. The Idaho migrant program is representative of the same educational concerns as are reflected on the national level. The major thrust of the national effort is to bring better educational programs to thousands of disadvantaged youth who need it most. There are more children and parents to be reached, new methods to be developed, and more improved services to be provided. The welfare of migratory children is critical as they too often receive only a fragmented program of educational instruction.

This publication presents evaluative information relating to Idaho migrant programs and their implementation on state and local administrative levels. Project descriptions and specific references to procedures and techniques have been cooperatively contributed on the basis of their innovative and operational effectiveness.

Decisions on program policy are shared by D. L. Hicks and Ardis Snyder of the Division of Federal-State Compensatory Education Programs.

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1. EXEMPLARY PROJECTS

A. Postural Deviation of Migrant Summer School Children in Idaho, 1970

The aims and objectives of this project were to ascertain the postural deviations of migrant summer school children and recommend procedures to teachers and students for their correction. The inspection of 398 boys and 379 girls was conducted at 17 migrant schools in southern Idaho. The students were scanned using a symmetrigraf and a posture score sheet.

An analysis of the data collected revealed that of the 777 students checked, 86.2 percent showed some form of postural deviation. The major causes of the poor posture is fatigue, poor physical condition, inadequate diet, and negligent habits in sitting, lying, and studying.

It was recommended that each school provide a program of general physical fitness which should include an adapted program for detecting postural, physical, and motor deficiencies. The format should include instruction, referral, and correction of the deficiencies.

B. Migrant Education Resource Center

The Migrant Education Resource Center (MERC) is in its initial establishment stage and will be an on-going project. It provides opportunities for producing and disseminating innovative materials to the participating schools' compensatory programs. Qualified personnel are becoming available to assist local teachers in diagnosing and prescribing for the individual needs of pupils.

An in-service program soon will be provided in schools throughout Canyon County. Resource personnel will provide consultant services, give demonstration lessons, develop materials, and work as participating team members in planning, implementing, and evaluating the total school program.

A professional library of migrant educational materials is being organized, which includes a film, "Children of the Sun." The film will explain the migrant story and will be of great benefit for in-service education programs and in promoting the State of Idaho as a leading agricultural state. The film intends to build the image of the migrant, which will assist in enabling him to become accepted in the mainstream of society. "Children of the Sun" will be released in the spring of 1971.

C. State Education Agency Consultants

Title I consultants of the State Education Agency were actively involved in Migrant Education projects. These consultants participated in developing and monitoring local programs as well as presenting workshops in instructional areas. In addition, some general consultants of the State Education Agency assisted with workshops.

D. Mexican-American Consultants

Mexican-American teachers from Texas assisted the State Department of Education staff with program monitoring, program development, and in-service training activities. These consultants were employed during the summer months and, those who teach during the six and one-half months' school term in Texas, extended their Idaho services into the month of September. The consultants were particularly instrumental

in directing liaison activities between the professional staff of the Local Education Agency and the parental community.

2. CHILDREN SERVED

The 1970 migrant application indicated that about 7,000 migrants reside in or migrate through the State of Idaho. The evaluation reports submitted by the Local Education Agencies showed a total of 6,352 served during the regular and summer terms. Of this total, 3,868 attended school during the regular school year and 2,484 during the summer session.

3. GRADE PLACEMENT

A variety of methods were used in placing the migrant children in their appropriate grades. During the regular school term the children were placed the same as all other students entering school for the first time. The process was through the means of records, age, and school experience.

During the summer, children were grouped according to chronological age and needs. This was done in most districts by informal teacher testing and observation. However, the aural-oral approach, the experience curriculum, the individualized instruction, and, where the need seemed greatest, individual tutoring, were used for the instruction of students.

Some standardized testing was done during the regular school year. The State Migrant Education consultant, however, does not recommend subjecting Mexican-American migrant students to a comprehansive standard English oriented testing program.

4. TEACHER-PUPIL RATIO

Migrant children are integrated into the regular classroom during the regular school term. Additional teachers and teacher aides have been employed to reduce the classload and to provide individualized instruction for the migrant children when the need exists.

The teacher-pupil ratio during the summer session is approximately 1 to 18. The employment of teacher aides and other non-teaching personnel has assisted in providing individual attention for migrant children.

5. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

Regular Title I and Title I Migrant Education programs in Idaho are complementary. In all districts the children of the migrant programs used any of the Title I programs and services that were available to the other children. The same facilities, equipment, and personnel are used in both programs.

Programs showing an inter-relationship with the regular Title I program were the remedial reading and physical fitness program in Blackfoot School District #55 and the counseling services and library services in Parma School District #137. Aberdeen School District #58 used Title I funds for remedial reading, auto mechanics, and for a Spanish class. Many of the migrant students registered for these classes.

The migrant program is a subsidiary of the regular Title I program in Idaho. Consultants in the State Education Agency assist in providing services in both programs.

The workshops held at The College of Idaho during the past summer provided services which were beneficial to administrators, teachers, and teacher aides in all phases of education.

6. COORDINATION WITH OTHER PROGRAMS

Agencies working directly with the migrants are the State Department of Education, the Department of Labor and Industries, the Department of Public Assistance, and the Department of Health. In addition, the Migrant Ministry Boards, the Governor's Committee on Migrant Labor, and the Office of Economic Opportunity have become involved with Migrant Education.

The Ministry Boards have worked to create an increased awareness of their communities toward the migrant families and their needs. The Governor's Committee on Migrant Labor is composed of representation from the State Departments of Education, Health, Public Assistance, Labor, Employment Security, and Agriculture. Major assignments include analyzing the working and living conditions of the migrant workers with regard to health, sanitation, and education. The Office of Economic Opportunity has conducted Community Action Agency programs, Day Care programs, and Head Start.

The State Department of Education has encouraged local districts to consider the optional five mill migrant levy, annually. Title I projects are available to the Community Action Agencies and cooperative efforts are extended.

Increased use of the Uniform Migrant Student Record Transfer System has been an invaluable aid to the homebase state as well as the receiving state. Improvements in the system will add to its effectiveness.

A gap in the services for migrant children is the lack of adequate materials for diagnostic and achievement testing. The results of the committee which is functioning to develop valid testing relevant to migrant children will be welcomed.

Improvements are being made in teenage and adult educational programs, but there remains a critical need for more adult involvement. Teenage programs have become more apparent and better received. Parents are responding and participating, but more must be done in this area in order to offer effective educational programs for migrant children.

7. IN-SERVICE TRAINING

A Migrant Education Workshop and a Physical Education Workshop were held at The College of Idaho, Caldwell, Idaho during the summer. Mrs. Ardis Snyder, Consultant, Title I, ESEA, Migrant Education and Mr. Stan Olson, Consultant, Title I, ESEA, Health and Physical Education, coordinated the activities for the workshops on the State Education Agency level. Dr. Robert Wendt, Director of Elementary Education at The College of Idaho, was the curriculum director for the Migrant Education Workshop and Mr. Gordon Gochnour, Physical Education instructor at the college, directed the Physical Education Workshop.

Mr. Francisco Garcia, a local area Mexican-American teacher, was the assistant director for both workshops. Mr. Garcia also coordinated the efforts for the study of postural deviations.

The Migrant Education Workshop was held from June 8 - 12, 1970. Teachers and administrators who would be working with children of migrant families participated in the week-long activities.

Giving demonstrations, leading discussions, and making presentations were Dr. Nicholas Silvaroli, Arizona State University, Tempe, Arizona; Miss Eustolia Perez, Pan American College, Edinburg, Texas; Mr. Bill Binnion, Southwest Educational Development Laboratory, Austin, Texas: Mr. Bert Burda, Music Consultant, Idaho State Department of Education; Mrs. Helen Kirby, elementary teacher, Caldwell, Idaho and 1969 Idaho Teacher of the Year; and Mrs. Polly Parmelee, Physical Education teacher, Lincoln School, Caldwell, Idaho.

The workshop stressed methods and techniques required for oral language development, English as a Second Language, reading, and other curricular areas.

The workshop focusing upon Physical Education was held June 8 - 26, 1970. Participants must have had or anticipated having teaching responsibilities with migrant children. The workshop was a series of lectures, discussions, and practical applications in the use of methods and inexpensive materials for elementary Physical Education programs. The practicum for the Physical Education activities was held on the campus during the afternoon and evenings and in the migrant schools during the day in the area.

Instructors in the workshop, in addition to Stan Olson and Gordon Gochnour, were Mr. Bill Binnion, Southwest Educational Development Laboratory, Austin, Texas; Mr. Jim Guy, Caldwell High School, Caldwell, Idaho; Mrs. Polly Parmelee, Lincoln School, Caldwell, Idaho; Mr. Ed Bonaminio, The College of Idaho, Caldwell, Idaho; and Mr. Francisco Garcia, Caldwell High School, Caldwell, Idaho.

In addition to workshops sponsored by the State Education Agency, local agencies conducted in-service training programs. In Homedale School District #370, a representative from the Exceptional Child Center, Caldwell, Idaho

provided training for individualized instruction for two months previous to the start of the summer project.

In other Local Education Agencies, consultants from university and college staff, school staff specialists, Federal agencies, administrators, and the State Department of Education conducted pre-, post-, and in-service programs.

Mr. Lee Frasier, Migrant Education Director of Texas, was a visiting consultant for the Idaho Migrant Child program. Numerous on-site visitations were made while he was in Idaho.

Idaho participated in the Interstate Teacher Exchange with Texas. Two teachers were assigned to Idaho during the summer session. One was assigned full time and the other was part time. In addition, the employment of six Mexican-American teachers from Texas and one local area teacher strengthened the consultative staff.

8. NON-PUBLIC SCHOOL PARTICIPATION

The participation of non-public schools in the Migrant Education programs is minimal because the migrants do not attend non-public schools. However, contacts are made in the districts where there are non-public schools.

9. DISSEMINATION

A variety of techniques were used in the dissemination of information and distribution of materials on an interstate and intrastate basis.

State Department of Education Title I personnel were in attendance at all regional, interstate, and national meetings involving Migrant Education.

In addition, the Migrant Education program administrator and consultant made on-site visitations of projects in other states.

Participation in the Interstate Teacher Exchange Program greatly enhanced the migrant programs. The Mexican-American consultants conducted workshops and assisted during in-service training programs as well as providing their services to local districts in operational phases of the programs.

Personal contacts, newspapers, visitations, and bulletins were the most frequently reported methods of information dissemination used on an intrastate basis. Other methods used were letters, conferences, civic group appearances, radio, and video tape.

LEARNING TOGETHER, a handbook for Migrant Education, was prepared and printed under the direction of Mrs. Ardis Snyder, Consultant, Title I, ESEA, Migrant Education. It was prepared to "*assist teachers and administrators in the identification of special educational needs of migrant children throughout the state.*" The material presented is "*of interest to educators who are concerned with designing educational programs for migrant children and encourages better methods to help these young people to become participating students in the classroom and active members of the community.*"

Copies of LEARNING TOGETHER were disseminated to all educators throughout the state who are concerned with Migrant Education.

10. COMMUNITY INVOLVEMENT

According to reports submitted by the Local Education Agencies, 103 migrants worked in the Migrant Education programs during the regular school year and summer term programs throughout the state. In addition to these,

parents volunteered and assisted with field trips, parties, open house, and related activities.

In Marsing School District #363, the Catholic priest and sisters visited the labor camp to recommend and encourage the children to attend summer school.

A Catholic sister was employed to teach in the migrant program during the summer session in Minidoka County School District #331. Sister Bernice is the elementary principal of the parochial school in Rupert.

In Valley School District #262, all the families in the camp and seven staygrant families attended the graduation and Spanish dinner.

Parents of the migrant children are showing more interest in their children's involvement in the program. An increasing number are visiting the schools and attending the special activities.

In Parma School District #137, a greater number of home visitations were made by the staff. This resulted in a greater number of parents visiting the school for information concerning the program during both the regular and summer sessions.

11. PROGRAM EFFECTIVENESS

Migrant programs for the most part were effective in meeting the stated objectives. Mr. Lee C. Frasier, Director of Migrant Education in Texas, for the second consecutive year evaluated the programs of the Local Education Agencies and the State Education Agency. Following is the statement and observations made by Mr. Frasier after on-site project visitations:

"In the summer of 1969, it was very obvious to me that the Idaho State Department of Education, in cooperation with Local Education Agencies, was operating a very good migrant child education program. After many visitations in the summer of 1970, it becomes apparent that the program has shown great improvement.

The State Department of Education staff is to be commended on their knowledge of local school district programs and for the rapport which is evident in their contacts with the local school districts.

It is the opinion of this observer that the Idaho program is being operated in a sound, businesslike manner which places direct services to the migrant child as its main priority."

12. SPECIAL AREAS

Migrant students are integrated into the overall program and enroll in the same classes as the non-migrant children during the regular school year. Vocational education classes and handicapped classes are available in most of the districts for those who would benefit from these types of instruction.

During the summer session, special evening teenage programs are vocational in nature, offering classes in sewing, cooking, typing, lifetime sports, and vocational opportunities.

The following narrative was taken from the report submitted by Snake River School District #52 and is exemplary of reports of other districts offering a teenage program:

"A teenage program was operated in the evening for migrant students who could not attend school during the daytime because of work in the fields. The emphasis for this program was on vocational opportunity and recreation.

The students and some young adults were taken on field trips to acquaint them with vocational opportunities. They visited a potato processing plant, the Trade and Technical School at Idaho State University, and a firm employing mechanics to see the various opportunities and the training and background required. They were also shown films at the camp to give them further vocational information."

13. CONSTRUCTION - EQUIPMENT

Expenditures for the purchase of equipment and construction were not specified in the application. However, minor equipment purchases were allowed for instructional purposes when approved by the State Education Agency prior to Local Education Agency purchase.

14. SUPPORTING SERVICES

Idaho is participating in the Migrant Data Bank of the Uniform Migrant Student Record Transfer System. Plans were made for terminals to be located at Snake River School District #52, Valley School District #262, and Nampa School District #131.

The employment of the Mexican-American teachers strengthened the consultative staff. Six teachers from Texas and one from Idaho were employed in addition to the two assigned to Idaho in the Interstate Teacher Exchange.

Many Mexican-American aides were employed by the Local Education Agencies. These aides added valuable strength whenever and wherever possible. Local Education Agencies are encouraged to involve the migrant community as aides in classrooms, lunchrooms, playgrounds, and as contact persons.

15. PROGRAM INTEGRATION

In most districts the migrant students were integrated into the regular classrooms. Additional teachers and aides were employed to assist in individualizing instruction. The services available to regular students were also available to the migrant children. This minimized their missing activities that would be considered necessary for normal progression.

Teachers who taught during the regular school year were also the teachers in the summer migrant educational programs. Thus, school records and test results were readily available for those pupils who may have attended school for a portion of the regular school year.

Classroom supplies, audio-visual aids, and equipment were shared by the regular and summer school programs.

16. STAFF UTILIZATION

Aides, working under the supervision of the teacher, assumed the responsibility for non-teaching duties. They served as interpreters, supervised playgrounds, lunchrooms, etc., corrected papers, and prepared bulletin boards.

Adults and volunteers were used to chaperone field trips and assist with social events as well as being involved in open house activities and in supporting the programs being offered.

Professionals cooperated in improving the instructional program, in conducting physical and dental examinations, and in investigating, treating, and offering material aid.

17. NEW PROGRAMS

The migrant programs in Idaho for the most part are continuous. They are varied and correlated to the curriculum of local interests.

18. PROGRAM CRITIQUE

During fiscal year 1970 there were 26 Migrant Education programs plus the Migrant Education Resource Center project (MERC) at Nampa. Twenty-one

of these projects were conducted during both the regular and summer terms, four were conducted during the summer term, and one during the regular term. There was a reduced number of programs during the summer because several districts combined efforts for the first time.

The program objectives as stated in the Idaho State Plan were:

(1) To provide assistance to Local Education Agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.

(2) To initiate and conduct programs for staff development for those operating specialized migrant programs.

(3) To cooperate with other state agencies in improving educational programs and in developing record transfer systems for migrant children.

(4) To coordinate the activities of cooperating agencies serving migrant children in the State of Idaho.

Through the effort and leadership of Mr. D. L. Hicks, Program Administrator, Title I, ESEA and Mrs. Ardis Snyder, Consultant, Title I, ESEA, Migrant Education, these objectives have been met.

Included in Mr. Lee C. Frasier's observations were suggestions for improvement of the program. Some of these were:

(1) A continuing type of in-service training program. Workshops be conducted in early December and early March.

(2) Workshops for administrative personnel.

(3) Continuation of the workshops in Caldwell.

(4) Brochures announcing programs and contact persons be sent to Texas and Arizona schools in late March or early April.

(5) Texas teachers now employed in Idaho make contact with Spanish language radio stations in south Texas in order to inform the migrants of programs which will be available in Idaho.

(6) Spanish and/or English posters be placed in labor camps in Idaho to inform the people of available migrant programs in the area.

MIGRANT ENROLLEE PARTICIPATION

Regular School Year

Grades K- 3	1,840
Grades 4- 6	1,232
Grades 7- 9	481
Grades 10-12	315
TOTAL	3,368

Summer

Pre-School	312
Ages 6- 8	840
Ages 9-11	741
Ages 12-14	313
Over 14	278
TOTAL	2,484

USE OF CONSULTANTS IN PRE-, POST-, AND
IN-SERVICE EDUCATION PROGRAMS

NUMBER	
81	University and College Staff
34	School Staff Specialists
13	Federal Agencies
37	Administrators
104	State Department of Education Staff

DISSEMINATION

NUMBER OF DISTRICTS	METHODS USED
23	Personal Contacts
22	Newspapers
20	Visitations
14	Bulletins
12	Letters
9	Telephone
9	Conferences
8	In-Service Education
8	Radio
6	Written Reports
5	Civic Group Appearances
4	Newsletters

COMMUNITY PARTICIPATION

NUMBER	PARTICIPANTS
1,420	Parents
225	High School Students
122	College Students
291	Others

EVALUATION

NUMBER OF DISTRICTS	METHODS
26	Teacher Observation
16	Teacher Made Tests
14	Anecdotal Records
8	Teacher Questionnaires
5	Student Questionnaires
3	Published Tests
2	Locally Developed District Tests
1	Standardized Achievement Tests
4	Other

GENERAL SUMMARY

NUMBER OF DISTRICTS

22	The project activities and services were designed to meet the needs of the migrant enrollee and were successful.
6	The project was successful, but limited funds handicapped the total program.
0	The project had very little impact on raising the level of educational attainment for the migrant participant.